

**THE RELATIONSHIP OF READING ACHIEVEMENT TO THE
EMOTIONAL ADJUSTMENT OF COLLEGE FRESHMEN**

A THESIS

**SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS**

BY

HUBERT WENDELL THOMPSON

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY

ATLANTA, GEORGIA

AUGUST, 1968

R-67 P-4/3

DEDICATION

To

My Wife

JoAnn

**Without whose love, devotion, and encouragement,
the completion of this endeavor would not have
been possible**

ACKNOWLEDGEMENTS

The writer wishes to express his sincere thanks and appreciation to all who helped to make the completion of this research a reality. He wishes to especially thank Dr. Lynette S. Gaines and Mrs. Miriam Jellins, advisor and co-advisor, respectively, who gave of their time and continued effort in directing the procedure that was involved in this study.

The writer further wishes to thank Mrs. Laverne Graves, Mrs. Billye Williams, and the Morris Brown College administrators who were so gracious in granting permission to use their facilities for this study. Thanks also go to Mrs. Louise Boswell and Mrs. Isabella Butts for the assistance they gave with the statistical treatment of data involved in this study.

TABLE OF CONTENTS

	Page
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
Chapter	
I. INTRODUCTION	1
Rationale	1
Evolution of the Problem	4
Contribution to Educational Knowledge	5
Statement of the Problem	5
Purpose of the Study	5
Definition of Terms	6
Locale of the Study	6
Limitations of the Study	6
Description of the Subjects	7
Description of Instruments	7
Research Procedure	8
Review of Related Literature	8
II. PRESENTATION AND INTERPRETATION OF DATA	17
Introductory Statement	17
General Procedures Followed in Conducting Study and the Treatment of Data	17
Method of Equating the Scores of the Two Instruments	18
Total Reading Test Performances of the Students	18
Vocabulary Subtest Performances of the Students	20
Paragraph Comprehension Subtest Performances of the Students	22
Student Performances on the Test of Home Adjustment	24
Student Performances on the Test of Sub- missiveness	25
Student Performances on the Test of Emotionality	27
Student Performances on the Test of Hostility	29
Analyses and Interpretations of the Correlations Between Reading Achievement and Personality Adjustment	31

TABLE OF CONTENTS--Continued

Chapter	Page
III. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	33
Recapitulation of Research Design of the Study	33
Summary of the Survey of Related Literature	35
Summary of Findings of the Study	38
Conclusions	39
Implications of the Study	39
Recommendations	40
BIBLIOGRAPHY	41
VITA	43

LIST OF TABLES

Table	Page
1. Frequency Distribution and Percentage of Total Reading Test Scores for the Total Group	19
2. Frequency Distribution and Percentage of Vocabulary Test Scores for the Group	21
3. Frequency Distribution and Percentage of Paragraph Comprehension Test Scores for the Group	23
4. Frequency Distribution and Percentage of Home Adjustment Test Scores for the Group	25
5. Frequency Distribution and Percentages of Submissive- ness Scores for the Group	26
6. Frequency Distribution and Percentages of Emotional- ity Scores for the Group	28
7. Frequency Distribution and Percentages of Hostility Scores for the Group	30
8. Correlations Between the Scores Obtained from Eighty- two Freshmen on the Iowa Silent Reading Test and the Bell Adjustment Inventory	32

CHAPTER I

INTRODUCTION

Rationale

Emotions play a great part in the reading process. There has been much concern about the relationship between the emotional adjustment of individuals and their ability to read. This is primarily because the harmful effects of strong, negative emotions apply to all types of learning, but they are especially significant in the case of learning to read. The reason for this is that reading depends on a high level of attention and precise perceptual discrimination.¹

It is the opinion of most reading specialists that the emotional adjustment of the disabled reader is one of the most significant aspects of his academic difficulties.² When the emotional personal and social adjustments of the student can be met satisfactorily, more of his energies will be turned into constructive and creative channels.

It is pertinent to note here that researchers in the area of reading agree that emotional maladjustment creates problems in reading ability, and conversely, low performance in reading achievement causes emotional conflicts. Robinson states:

¹James D. Page, "Emotional Factors In Reading Disabilities," Education, LXXXII (September, 1951 - June, 1952), 590.

²George D. Spache, Toward Better Reading, (Champaign, Illinois: Garrard Co., 1963), pp. 120-121.

It may be noted here, that both research and experience reveal that many retarded readers show some evidence of emotional disturbance. There is also considerable evidence to support the conclusion that emotionally maladjusted pupils make less rapid progress than those who seem to be well adjusted. Furthermore, experience reveals that the smaller the group in which they are taught, the greater the likelihood that the emotionally maladjusted pupil will learn to read. In fact, individual instruction seems to be essential for the maladjusted, and, although it is not intended as psychotherapy, reduction of tension and frustration and better adjustment often result from improved reading.¹

The interrelationship between desire and success leads to behavior manifested by fear, anger, resentment, joy, or vanity. It may be noted also that the degree of emotional behavior depends upon the value that the individual places upon achievement, or upon the value that his parents, teachers, and contemporaries place upon achievement.²

Hall states that psychiatrists are generally agreed that the two most important emotional difficulties underlying reading problems are fear and hostility. She quotes Dr. Beulah Ephron in her book, Emotional Difficulties In Reading, as stating that the unconscious patterns in emotional problems break down in various ways: Fear of taking chances, fear of making a mistake, fear of being laughed at, and fear of taking responsibility.³

In view of the effect of emotional problems upon achievement in reading, whether at the elementary or at the secondary level, teachers

¹Helen M. Robinson, "Corrective and Remedial Instruction," The Sixtieth Yearbook (Chicago: University of Chicago Press, 1961), p. 363.

²Russell G. Stauffer, "A Clinical Approach To Personality and The Disabled Reader," Education, LXVII (March, 1947), 427-430.

³Katheryn Hall, "The Emotional Factor In Reading," Education, LXXXIX (May, 1959), 583-585.

should be aware of the students' emotional reactions to reading situations.

In considering the problems related to emotional adjustment resulting from student attitudes toward reading, Englander has conducted research concerning the attitudes of students toward a reading course which influences their adjustment. Englander notes that the attitudes which the individual has toward himself as a reader and toward reading as an activity are important.¹

Bond and Tinker point out that a child, after having achieved independence in reading through the acquisition of good, sound reading skills, needs to be motivated to read, and read widely for enjoyment, profit, and the enrichment of his life. Reading can contribute enormously to understanding one's self and others and the great wide world.²

Strang and others indicate that they find:

Many poor readers are held back by fear. . . A vague anxiety may give rise to feelings of inadequacy, helplessness, and hopelessness. Their idea of themselves is permeated with lack of self-confidence and self-esteem.³

Fernald has emphasized the need for self-confidence and feelings of success as a necessary component of reading improvement.⁴

Changes of attitude in persons who complete a course in reading

¹Meryl E. Englander, "Changes in Affect Attributable to Instruction In Reading at the College Level," The Journal of Educational Research, LIII (February, 1960), 231-236.

²Guy L. Bond and Miles A. Tinker, Reading Difficulties (New York: Appleton-Century-Crofts, Inc., 1967), p. 447.

³Ruth Strang, C. M. McCullough, and A. E. Traxler, Problems in the Improvement of Reading (New York: McGraw-Hill Book Co., 1961), p. 6.

⁴Grace M. Fernald, Remedial Techniques In Basic School Subjects (New York: McGraw-Hill Book Co., 1943), pp. 7-18.

improvement are sometimes detectable.¹ Students may indicate effective changes through such statements as: "I never cared much for reading before, but now I find that it is stimulating," or "I never read a book for pleasure before taking the course in reading improvement. .," or "That course in reading sure helped me; I'm now getting much more out of school."

Statements such as these are gratifying to the instructor and suggest a favorable attitude toward the reading course, but are there emotional adjustments to be made by the student? How is his low performance on a selected reading achievement test affected by his established level of emotional adjustment? These questions occur when one thinks of all of the freshman college students at a selected school who discover that they are not reading at the college level.

Evolution of the Problem

This study grew out of the writer's curiosity regarding the relationship between the performance of students on a selected standardized test and their level of emotional adjustment.

An awareness of the part that emotional adjustment plays in the reading process was established through contact with various materials in the area of reading. During the writer's participation in a reading apprenticeship program at Morris Brown College last year, some questions were raised concerning the fact that no measures are provided in the program for determining the level of emotional adjustment of the students.

The writer hopes that this study offers some valid information in

¹Englander, op. cit., p. 231.

this area, which is of primary interest to him.

Contribution to Educational Knowledge

Since the emotional factor is accepted as frequently being the cause or the effect of reading difficulties, the findings of this study may be of some benefit to teachers of college freshmen and senior high school students. This possibility is enhanced by the fact that as compared with studies of earlier grades, very little has been ascertained at higher educational levels.

This investigation may pose problems and questions of sufficient magnitude to warrant additional study of the adjustment problems of freshman students with subsequent re-adjustment measures applied.

Statement of the Problem

This investigation sought to determine the extent to which performance on a selected reading achievement test related to the level of emotional adjustment of college freshmen enrolled in a special reading program.

Purpose of the Study

The purpose of this study was to discover the following:

1. The total reading level of students as determined by the Iowa Silent Reading Test.
2. Total sub-test scores of the paragraph comprehension and vocabulary sections of the Iowa Silent Reading Test.
3. Total student adjustment in the four following areas of the Bell Adjustment Inventory: Home Adjustment, Submissiveness, Emotionality, and Hostility.
4. The extent to which adjustment in these areas relates to general levels of performance on the Iowa Test, involving determining the difference between their respective correlations.

5. To derive implications, recommendations and conclusions.

Definition of Terms

The following definitions have been given so as to enable the reader to understand and interpret the more technical terminology used in the presentation of this study:

1. Adjustment--A functional and often transitory alteration by which an organism is better adapted to its immediate environment.
2. Adjustment inventory--A self-report of the individual's life adjustments as they are or have been experienced by him.
3. Home adjustment--As used in the Bell Adjustment Inventory, refers to satisfactory or unsatisfactory relationships in the home.
4. Submissiveness--As used in the Bell Adjustment Inventory, refers to compliance and retirement in social contacts.
5. Emotionality--As used in the Bell Adjustment Inventory, refers to the degree of security or insecurity which an organism displays as a response to confrontation with a situation for which it is unprepared or which it interprets as a possible source of gain or loss.
6. Hostility--As used in the Bell Adjustment Inventory, refers to antagonism and overt criticism in social relationships.

Locale of the Study

This study took place at Morris Brown College during the first semester of the 1967-68 school year.

Limitations of the Study

The limitations of this study were as follows:

1. The study included only a selected number of students enrolled in the reading program.
2. The comparative data were limited to the overall results of the Iowa Silent Reading Test and the Home Adjustment, Submissiveness, Emotionality, and Hostility sections of

the Bell Adjustment Inventory. These are paper-and-pencil tests, and though reputable in themselves, they have the same limitations usually attributed to such measures.

Description of the Subjects

The subjects were eighty-two freshmen enrolled in correctional reading classes at Morris Brown College.

Description of Instruments

The instruments used in this study are described below:

1. Iowa Silent Reading Test: Form AM.

This test was used as part of the criteria for comparing personality and reading achievement. The Iowa Test is designed to measure the proficiency of students in high school and junior college in doing silent reading of the work-study type. It measures three broad general areas of silent reading abilities: (1) rate of reading at a controlled level of comprehension, (2) comprehension of words, poetry, sentences, paragraphs and longer articles and, (3) ability to use skills required in locating information. The norms for grade 13 are based upon results from some 3,600 entering college freshmen, largely at the State University of Iowa. The reliability coefficient for grade 13 is .949, which is highly satisfying. The selection of the test items was carefully planned to produce a valid test. It is believed that the total score is as valid a measure of the work-study type of reading ability as most reading tests are.

2. The Bell Adjustment Inventory

The Inventory is a self-report of the individual's life adjustments as they have been experienced by him. The Inventory tries to obtain more reliable information from the individual concerning what he thinks and feels about his family relationships; his functioning body; his friends and acquaintances outside the home, including how aggressive or retiring he is around them and how much he feels he can trust people; and finally, how well he has come to play the roles that society expects of him. The Bell Adjustment Inventory provides six measures of personal and social adjustment: (a) Home Adjustment, (b) Health Adjustment, (c) Submissiveness, (d) Emotionality, (e) Hostility, and (f) Masculinity-femininity.

The validity of the Bell Adjustment Inventory apparently is as good as any of the paper and pencil adjustment inventories and better established than most of them. It

has proved to be a valuable instrument in research, in schools, and in clinical work. A number of studies have checked the reliability coefficients of the Inventory and have found them satisfactory.¹

Research Procedure

The steps taken to initiate this study were as follows:

1. Permission to use the subjects was secured from the chairman of the Reading Department at Morris Brown College.
2. Consent was secured from the instructor of the correctional reading classes.
3. Subjects were secured.
4. Literature was examined and assembled.
5. The forms of the Bell Adjustment Inventory, revised 1962 student form, by Hugh M. Bell, Ph.D., Chico State College, California, were secured.
6. Standardized test results were gathered.
7. The data were analyzed and interpreted.
8. The following statistical measures were used: range, median, mean, standard deviation, rank difference measures of correlation coefficients, and tests of significance for correlation coefficients.
9. Appropriate conclusions, implications, and recommendations are presented.

Review of Related Literature

The review of the literature presents findings and conclusions from authoritative discussions and from several studies concerning reading and emotional adjustment. Although many of the studies were conducted with elementary school children, the principles and ideas concerning

¹Oscar K. Buros, The Fourth Mental Measurements Yearbook (Highland Park, New Jersey: The Gryphon Press, 1965), p. 61.

emotional adjustment relate to this study.

Many authors seem to be of the general opinion that reading disability sometimes creates negative emotional reactions.

Englander conducted a study in which he administered an open-ended questionnaire to one hundred students who had enrolled in a reading improvement course and to thirty students who had enrolled in a reading improvement course, and to thirty students who had enrolled in an elementary public speaking course, but who did not have to take the reading improvement course. An open-ended questionnaire was administered to determine student reactions and attitudes toward the reading course. Englander found that the differences between those persons in a reading improvement program and those persons in the speech course are pertinent. Presumably, those persons in a course for reading improvement have elected or been counseled to take the course because of reading inadequacies. The suggestion has been made that such persons have emotional reactions which produce detrimental attitudes toward reading, themselves as readers, and other associated factors.¹

Smith, Carter, and McGinnis state that studies show that failure to gain proficiency in reading may lead to frustration, inattention, and lack of motivation, confusion, and unwillingness to put forth effort in reading improvement. Students who have failed in their reading performance lose confidence in themselves and accept failure in the classroom as inevitable.²

¹Englander, op. cit., p. 234.

²Nilia B. Smith, Homer L. J. Carter, and Dorothy McGinnis, Effective Reading for College Students (New York: The Dryden Press, 1957), p. 33.

Bond and Tinker, in speaking of their concept of emotional adjustment as it relates to reading, state that the personal and social adjustment of the child is intimately linked with his emotional adjustment. In fact, when we say that a child having a reading disability tends to be a personality case, we imply that the child is having difficulty in his emotional adjustment. Emotional maladjustment and personality maladjustment are used synonymously by persons discussing personality and social adjustment in relation to reading disability.

Inability to read satisfactorily usually means severe frustration for the child. When his unsuccessful attempts to read make him conspicuous in a socially unfavorable way, the child is hurt and ashamed. His continued lack of success with attendant frustration and feelings of insecurity bring on emotional maladjustment. Some of these children become easily convinced that they are stupid. This feeling is frequently enhanced by the attitudes of their classmates, and even the teacher if he fails to understand the true situation. Reading becomes disliked and they seek opportunities to avoid it.

Most children who enter school with well-integrated personalities are eager to learn to read. They will thrive on success and approval. When failure is present there is a resulting emotional upset.¹

In a discussion of the adjustment of those students who have been classified as superior and inferior readers, Robert S. Stewart stated that a superior reader is defined as a child with better than average intelligence and a measured reading age of one year or more above his chronological age. His reading grade level is higher than his grade placement

¹Bond and Tinker, op. cit., p. 133.

in school, even though he may have been accelerated in his previous school progress. An inferior reader is defined by contrast to a superior reader. He is a child whose mentality and approximately equivalent chronological age are comparable to those of the superior reader with whom he is matched, but with a measured reading age at least one year below that of the superior reader. In terms of academic potentialities as indicated by his I.Q., the inferior reader has a reading accomplishment that compares very unfavorably with the reading achievement of his paired superior reader.¹

Stewart also states that previous findings in the area of the relationship of personality maladjustment to reading disability have indicated that personality disturbances may be causal, concomitant, or consequent to reading disability.²

Paul Centi conducted an investigation into the relationship between success in college and personality adjustment.

The purpose of this investigation was to determine the differences between the highest and lowest ranking students in the day session of the School of Education of a large urban university. The subjects were sixty-four full-time students. Thirty-two subjects, eight from each class, comprised the group of lowest ranking students.

The conclusion of the study was that a definite relationship exists between the level of achievement and selected adjustment factors. Scores on selected tests indicate in general, that the highest ranking students

¹Robert S. Stewart, "Personality Maladjustment and Reading Achievement," American Journal of Orthopsychiatry, XX (1950), 410.

²Ibid., p. 415.

tended to be better adjusted than were lowest ranking students. In addition, certain of these factors significantly differentiated between the highest and lowest ranking students. These results provided further evidence to support the belief that personality factors are related to the level of achievement of college students.

It must be remembered that the relationship between the level of emotional adjustment and the level of achievement is probably not a direct one. It may be indirect. Unstable and maladjusted students have been found to do less well in their studies in proportion to their intelligence than have students who were well-balanced. Research has also shown that a closer correlation exists between capacity and achievement in stable groups than in unstable groups. It might be concluded, therefore, from this evidence that the emotional adjustment of the student affects his level of achievement by affecting the degree to which use is made of his potential.¹

Leander L. Boykin, in a study of the emotional adjustment of students to the college environment, has also considered the idea that not enough attention has been centered in this area.² He states that one of the problems facing institutions of higher education is that of providing orientation and counseling services to facilitate the adjustment of new students to the college or university environment. For the most part, such orientation programs include getting acquainted nights; talent programs, et cetera. Programs featuring such activities, in the opinion of

¹Paul Centi, "Personality Factors Related to College Success," Journal of Educational Research, LV (1962), 187-188.

²Leander L. Boykin, "The Adjustment of 2,078 Negro Students," Journal of Negro Education, XXVI (1952), 75-79.

the writer, are based on the assumption that, for the most part, problems faced by entering freshman students are educational or vocational in nature. As a result, insufficient attention, it seems, is given to home, health, social, and emotional problems that may result from such factors as the change in the mode of living from home to dormitory life; the change in parental relations; the necessity for making new friends; adjusting to college rules and regulations; being examined by a strange physician, et cetera.

The failure to give more attention to such problems and needs may result from (1) the lack of data regarding the incidence of home, health, social and emotional problems among freshmen students; and (2) the belief that since college students probably come from better than average homes they are able, perhaps, to cope with such problems on their own.¹

This study reports the results from the application of the Bell Adjustment Inventory to a group of 2,078 Negro students. Its purposes are to provide a body of data regarding the incidence of home, health, social and emotional problems among Negro college students, and to authenticate the assumption that even though college students may come from better-than-average homes - social, economic, and educational backgrounds - there is need to give serious attention to their problems and needs.

It was recognized from the outset, that there would be many limitations to this investigation. No attempt has been made, for example, to determine the relationship to academic success, et cetera.

The findings are as follows:

¹Ibid., p. 76.

1. The fact that 21.00 per cent of the men and 29.27 per cent of the women students, or 25.22 per cent of the 2,078 students were "poorly adjusted" in terms of Total Adjustment scores, indicates the need to give serious attention to the adjustment problems of entering freshmen.
2. The importance of attention to the adjustment of students in the social area cannot be too greatly magnified in light of the findings that 23 per cent of all students were "poorly adjusted" socially.
3. The fact that 30.78 per cent of the women students scored similarly in the area of Emotional Adjustment is also indicative of the need to give more attention to their problems of adjustment.
4. The results of the investigation, and the findings in the several areas pose problems and questions of sufficient magnitude to warrant additional study of the adjustment problems of freshman students.¹

James McMorries conducted a study into the personality adjustment of students entering a large, predominantly Negro university. He states that, students are generally admitted to college on the basis of grades and credits received for classroom work. But grades and academic credits do not tell the whole story. We cannot read personality and character in credits, for knowledge alone does not guarantee right conduct. Increasing attention is given to the testing of intelligence and the knowledge of certain subjects of study. Some consideration should be given to the character or the reputation of students. However, the use of scientific means in ascertaining what kind of persons are entering college is seldom practiced.²

The data of this study were gathered through the use of Bernreuter's Personality Inventory, Stanford University Press. In September,

¹ Ibid., p. 79.

² James C. McMorries, "A Study of New Students Admitted By A Negro College in 1936," Journal of Negro Education, VII (1938), 535.

a total of 126 students filled out the personality inventory during Freshman Week. Included in this number were 115 freshmen, five sophomores, five juniors, and one unclassified student. At the opening of the second semester, a total of 80 students, all freshmen, filled out the adjustment inventory.

The results show that almost a third of the 126 students who entered the university in September, 1936, during "Freshman Week," labored under the handicap of personality difficulties. The serious difficulties are tendencies to be emotionally unstable, introverted, hamperingly self-conscious and to have feelings of inferiority.

The types of scores of the 80 freshmen entering the university reveal their adjustment. The total adjustment of more than a fourth of the students is unsatisfactory. It is average and below for over three-fourths.

Among the serious maladjustments of the students are Home Adjustment and Emotional Adjustment.

The facts regarding the personality difficulties and maladjustments of the students are significant from the standpoint of campus patterns and situations.

If an institution continues to admit students on the basis of their grades and credits for classroom work, it will be necessary to study in a scientific manner the intelligence, personality, and adjustment of the students as they enter.¹

The review of literature related to this study includes several points which are important to this discussion of emotional adjustment and

¹ Ibid., p. 539.

reading achievement. They are:

1. The general opinion of many authors seems to be that negative emotional reactions are sometimes created by reading disability.
2. A definite relationship exists between the level of achievement in reading and selected emotional adjustment factors.
3. The emotional adjustment of the student affects his level of achievement by affecting the degree to which use is made of his potential.
4. It was concluded that reading influences attitudes only if the reader is able to make personal identifications, and only if he can sustain his new attitudes in some group.

The information which has been gained from the authoritative discussions in this review of related literature provided a substantial background for the presentation and interpretation of data to be found in Chapter II.

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Introductory Statement

The first sections of this chapter present findings which provided a general description of the eighty-two college freshmen involved in this study. The findings are presented in terms of emotional adjustment and reading achievement as measured by the Iowa Silent Reading Test Form-AM and the Bell Adjustment Inventory. The latter sections of the chapter report data which were utilized in determining relationships between aspects of personality and reading achievement. The data are presented and interpreted according to the previously stated purposes, and a discussion of each purpose follows the general description of procedures.

General Procedures Followed in Conducting Study and the Treatment of Data

Permission to conduct the study was secured from the chairman of the Reading Department at Morris Brown College. Consent was also secured from the instructor of the Correctional Reading Program at the college during the first semester of the 1967-1968 school year.

In order to determine the reading achievement status of the college freshmen involved in this study, the writer employed the Iowa Silent Reading Test-Form AM in September as a part of the registration procedure for

the first semester. The level of emotional adjustment of the freshmen was measured by the Bell Adjustment Inventory. The inventory was administered during the first week of classes in the first semester. The general procedure followed in the treatment of data was a systematic interpretation of each purpose of the study.

Method of Equating the Scores of the Two Instruments

In order to relate the scores on the Iowa Silent Reading Test-Form AM to the performance on the Bell Adjustment Inventory, the writer employed Rank Difference Measures of correlation. These measures were found to be more reliable in dealing with the data which often varied from normality. Tests of significance for correlation coefficients at the .05 level of confidence were used. The other statistical measures employed were: the range, median, mean, and standard deviation.

A total reading level was obtained from the Iowa Silent Reading Test-Form AM scores. This total reading level was then related to the performance of the subjects on each subtest of the Bell Adjustment Inventory. The scores of the subjects from the two instruments were then correlated and tested at the .05 level of confidence to determine their significance. The results of the comparisons and correlations were analyzed and interpreted and conclusions were drawn.

Total Reading Test Performances of the Students

Table 1 sets forth the frequency distribution and percentage of total reading scores made by the group on the Vocabulary and Paragraph Comprehension sections of the Iowa Silent Reading Test-Form AM.

TABLE 1

**FREQUENCY DISTRIBUTION AND PERCENTAGE OF TOTAL READING TEST
SCORES FOR THE TOTAL GROUP**

Class Interval	Frequency	Per Cent
175 - 179	2	2.43
170 - 174	3	3.65
165 - 169	6	7.31
160 - 164	19	23.17
155 - 159	24	29.26
150 - 154	20	24.39
145 - 149	5	6.09
140 - 144	3	3.65
Total	82	100.00
Range -	38	
Median	157.2	
Mean	157.6	
S.D.	7.1590	

The distribution of these scores ranged from a low of 141 to a high of 178. These extremes represented grade equivalents of sixth and thirteenth, respectively. The mean of 157.6 and the median of 157.2 represented a total grade equivalent of nine, and the writer accepted these statistics as indicative of a fairly normal distribution of scores. Closer examination of Table 1 showed a clustering of scores near the central area of the class intervals, and the standard deviation of 7.16 indicated that over sixty-eight per cent of the scores fell within the range of 150.5 and 164.7. Here, the grade equivalents are eighth and tenth, respectively. Relatively few of the scores fell at the extreme ends of

the distribution.

When the same data were considered in terms of percentages, it was observed that 36.56 per cent of the students made scores above the mean class interval and 34.13 per cent below it. Within the mean class interval there were 29.26 per cent of the scores. Despite the slight tendency toward skewness at the lower end of the distribution, the writer felt secure in accepting the total performance of the freshmen on the Iowa Silent Reading Test, as sufficiently representative of the students who would be enrolled in the Morris Brown College reading classes. It was assumed further, that any drawing of relationships between these scores and the adjustment inventory data would be worthy of the purposes of this study.

Vocabulary Subtest Performances of the Students

Table 2 sets forth the frequency distribution and percentage of scores made by the group on the Vocabulary section of the Iowa Silent Reading Test-Form AM.

The distribution of these scores ranged from a low of 139 to a high of 188. These extremes represented grade equivalents of sixth and thirteen plus, respectively. The mean of 164.5 and the median of 164 represented a total grade equivalent of nine, and the writer accepted these statistics as indicative of a fairly normal distribution of scores. Closer examination of Table 2 showed a clustering of scores near the central area of the class intervals, and the standard deviation of 5.6 indicated that over sixty-eight per cent of the scores fell within the range of 158.9 and 170.1. Here, the grade equivalents are ninth and

TABLE 2

**FREQUENCY DISTRIBUTION AND PERCENTAGE OF VOCABULARY TEST
SCORES FOR THE GROUP**

Class Interval	Frequency	Per Cent
185 - 189	3	3.65
180 - 184	4	4.87
175 - 179	6	7.31
170 - 174	2	2.43
165 - 169	23	28.04
160 - 164	24	29.26
155 - 159	9	10.97
150 - 154	9	10.97
145 - 149	1	1.21
140 - 144	0	0.00
135 - 139	1	1.21
Total	82	100.00
Range	50	
Median	164	
Mean	164.5	
S.D.	5.5722	

eleventh. Relatively few of the scores fell at the extreme ends of the distribution.

When the same data were considered in terms of percentages it was observed that 46.30 per cent of the students made scores above the mean class interval and 24.36 per cent below it. Within the mean class interval there were 29.26 per cent of the scores. Despite the tendency

toward skewness at the upper end of the distribution, the writer felt secure in accepting the performance of the freshmen on the Vocabulary section of the Iowa Silent Reading Test-Form AM as being fairly normal, and the grade equivalent of nine as being representative of typical performance for the group.

Paragraph Comprehension Subtest Performances of the Students

Table 3 sets forth the frequency distribution and percentage of scores made by the group on the Paragraph Comprehension section of the Iowa Silent Reading Test-Form AM.

The distribution of these scores ranged from a low of 127 to a high of 177. These extremes represented grade equivalents of fifth and twelfth, respectively. The mean of 153.8 and the median of 150 represented a total grade equivalent of eight, and the writer accepted these statistics as indicative of a fairly normal distribution of scores. Closer examination of Table 3 showed a clustering of scores near the central area of the class intervals, and the standard deviation of 11.2 indicated that sixty-eight per cent of the scores fell within the range of 142.6 and 165. Here, the grade equivalents are sixth and tenth. Relatively few of the scores fell at the extreme ends of the distribution.

When the same data were considered in terms of percentages it was observed that 31.67 per cent of the students made scores above the mean class interval and 43.87 per cent below it. Within the mean class interval there were 24.39 per cent of the scores. Despite the slight tendency toward skewness at the lower end of the distribution, the writer felt secure in accepting the performance of the freshmen on the Paragraph

TABLE 3

FREQUENCY DISTRIBUTION AND PERCENTAGE OF PARAGRAPH COMPRE-
HENSION TEST SCORES FOR THE GROUP

Class Interval	Frequency	Per Cent
175 - 179	3	3.65
170 - 174	1	1.21
165 - 169	3	3.65
160 - 164	10	12.19
155 - 159	9	10.97
150 - 154	20	24.39
145 - 149	7	8.53
140 - 144	15	18.29
135 - 139	9	10.97
130 - 134	2	2.43
125 - 129	3	3.65
Total	82	100.00
Range	51	
Median	150	
Mean	153.8	
S.D.	11.1915	

Comprehension section of the Iowa Silent Reading Test-Form AM as being sufficiently representative of the students who would be enrolled in the Morris Brown College reading classes. It was assumed further, that any drawing of relationships between these scores and the adjustment inventory data would be worthy of the purposes of this study.

Student Performances on the Test of Home Adjustment

Table 4 sets forth the frequency distribution and percentage of scores made by the group on the Home Adjustment section of the Bell Adjustment Inventory. Low scores on the Bell Inventory represent more satisfactory adjustment.

The distribution of these scores ranged from a low of 34 to a high of 8. These extremes represented adjustment equivalents of "unsatisfactory" and "average," respectively. The mean of 26.7 and the median of 24 represented a home adjustment equivalent of "unsatisfactory," and the writer accepted these statistics as indicative of a fairly normal distribution of scores. Closer examination of Table 4 showed a clustering of scores near the central area of the class intervals, and the standard deviation of 6.11 indicated that approximately sixty-eight per cent of the scores fell within the range of 32.8 and 20.5. Here, the adjustment equivalents are both rated "unsatisfactory."

When the same data were considered in terms of percentages it was observed that 45.08 per cent of the students made scores above the mean class interval and 34.13 per cent below it. Within the mean class interval there were 20.73 per cent of the scores. Despite the slight tendency toward skewness at the upper end of the distribution, the distribution of scores was fairly normal. The adjustment equivalent of "highly unsatisfactory" in home adjustment was recognized as being typical performance for the group. It was assumed, further, that any drawing of relationships between these scores and the reading achievement data would be worthy of the purposes of this study.

TABLE 4

**FREQUENCY DISTRIBUTION AND PERCENTAGE OF HOME ADJUSTMENT
TEST SCORES FOR THE GROUP**

Class Interval	Frequency	Per Cent
6 - 8	1	1.21
9 - 11	2	2.43
12 - 14	5	6.09
15 - 17	6	7.31
18 - 20	13	15.85
21 - 23	10	12.19
24 - 26	17	20.73
27 - 29	13	15.85
30 - 32	13	15.85
33 - 35	2	2.43
Total	82	100.00
<div> Range 27 Median 24 Mean 26.7 S.D. 6.1116 </div>		

**Student Performances on the Test of
Submissiveness**

Table 5 sets forth the frequency distribution and percentage of scores made by the group on the Submissiveness section of the Bell Adjustment Inventory.

The distribution of these scores ranged from a low of 25 to a high of 5. These extremes represented adjustment equivalents of "very submis-

TABLE 5

**FREQUENCY DISTRIBUTION AND PERCENTAGES OF SUBMISSIVENESS
SCORES FOR THE GROUP**

Class Interval	Frequency	Per Cent
4 - 5	1	1.21
6 - 7	2	2.43
8 - 9	6	7.31
10 - 11	9	10.97
12 - 13	11	13.41
14 - 15	13	15.85
16 - 17	9	10.97
18 - 19	11	13.41
20 - 21	8	9.75
22 - 23	10	12.19
24 - 25	2	2.43
26 - 27	0	0.00
Total	82	100.00
Range	21	
Median	15	
Mean	13.4	
S.D.	4.7792	

sive" and "assertive," respectively. The mean of 13.4 and the median of 15 represented a submissiveness equivalent of "average," and the writer accepted these statistics as indicative of a fairly normal distribution of scores. Closer examination of Table 5 showed a clustering of scores

near the central area of the class intervals, and the standard deviation of 4.8 indicated that approximately sixty-eight per cent of the scores fell within the range of 18.2 and 8.6. Here, the adjustment equivalents are "submissive" and "average," respectively.

When the same data were considered in terms of percentages it was observed that 35.33 per cent of the students made scores above the mean class interval and 48.75 per cent below it. Within the mean class interval there were 15.85 per cent of the scores. Despite the slight tendency toward skewness at the lower end of the distribution, the writer felt secure in accepting the performance of the freshmen on the Submissiveness section of the Bell Adjustment Inventory as being sufficiently representative of the students who would be enrolled in the Morris Brown College classes. The adjustment equivalent of "average" in submissiveness was recognized as being typical performance for the group. It was assumed, further, that any drawing of relationships between these scores and the reading achievement data would be worthy of the purposes of this study.

Student Performances on the Test of Emotionality

Table 6 sets forth the frequency distribution and percentage of scores made by the group on the Emotionality section of the Bell Adjustment Inventory.

The distribution of these scores ranged from a low of 35 to a high of 6. These extremes represented adjustment equivalents of "unsatisfactory" and "average," respectively. The mean of 33.8 and the median of 23 represented an emotionality equivalent of "unsatisfactory," and the writer accepted these statistics as indicative of a decided skewness of scores. Closer examination of Table 6 showed a clustering of scores

TABLE 6

**FREQUENCY DISTRIBUTION AND PERCENTAGES OF EMOTIONALITY SCORES
FOR THE GROUP**

Class Interval	Frequency	Per Cent
3 - 5	0	0.00
6 - 8	2	2.43
9 - 11	3	3.65
12 - 14	8	9.75
15 - 17	10	12.19
18 - 20	11	13.41
21 - 23	11	13.41
24 - 26	11	13.41
27 - 29	12	14.63
30 - 32	7	8.53
33 - 35	7	8.53
36 - 38	0	0.00
Total	82	100.00
Range	30	
Median	23	
Mean	33.8	
S.D.	5.4626	

above the central area of the class intervals, and the standard deviation of 5.46 indicated that 20.57 per cent of the scores fell within the range of 39.2 and 28.3. Here, the adjustment equivalents are both rated "unsatisfactory."

When the same data were considered in terms of percentages it was

observed that 68.25 per cent of the students made scores above the mean class interval and 17.06 per cent below it. Within the mean class interval there were 14.63 per cent of the scores. The adjustment equivalent of "unsatisfactory" in emotionality was recognized as being typical performance for the group. It was assumed, further, that any drawing of relationships between these scores and the reading achievement data would be worthy of the purposes of this study.

Student Performances on the Test of Hostility

Reported in Table 7 are the frequency distribution and percentage of scores for the group on the Hostility section of the Bell Adjustment Inventory.

The distribution of these scores ranged from a low of 27 to a high of 7. These extremes represented adjustment equivalents of "hostile" and "average," respectively. The mean of 17.6 and the median of 15 represented hostility equivalents of "somewhat critical," and the writer accepted these statistics as indicative of a fairly normal distribution of scores. Closer examination of Table 7 showed a clustering of scores near the central area of the class intervals, and the standard deviation of 4.4 indicated that approximately sixty-eight per cent of the scores fell within the range of 22 and 13.2. Here, the adjustment equivalents are "hostile" and "average."

When the same data were considered in terms of percentages it was observed that 52.41 per cent of the students made scores above the mean class interval and 26.79 per cent below it. Within the mean class interval there were 20.73 per cent of the scores. Despite the slight tendency toward skewness at the upper end of the distribution, the writer felt

TABLE 7

FREQUENCY DISTRIBUTION AND PERCENTAGES OF HOSTILITY SCORES
FOR THE GROUP

Class Interval	Frequency	Per Cent
6 - 7	1	1.21
8 - 9	5	6.09
10 - 11	12	14.63
12 - 13	10	12.19
14 - 15	15	18.29
16 - 17	17	20.73
18 - 19	9	10.97
20 - 21	3	3.65
22 - 23	6	7.31
24 - 25	2	2.43
26 - 27	2	2.43
28 - 29	0	0.00
Total	82	100.00
Range	21	
Median	15	
Mean	17.6	
S.D.	4.4182	

secure in stating that the distribution of scores was fairly normal.

The adjustment equivalent of "somewhat critical" in hostility was recognized as being typical performance for the group. It was assumed, further, that any drawing of relationships between these scores and the reading achievement data would be worthy of the purposes of this study.

Analyses and Interpretations of the Correlations
Between Reading Achievement and Personality
Adjustment

One would note from Table 8 that the data on the obtained correlations between total reading and home adjustment yielded an obtained rank difference correlation coefficient (Rho) of .298. This indicated that there was a "present, but slight" relationship between total reading and home adjustment, according to the measures of significance based on 80 degrees of freedom. Thus, a Rho as large as the one obtained would be significant at the .05 level of confidence, at which the correlation must be greater than .217. The correlation was also slightly significant at the .01 level of confidence, at which the correlation must be greater than .283. The writer, therefore, rejected the null hypothesis that the true relationship was zero.

The relationship between total reading and submissiveness was found to be -.065, according to the data on the obtained Rho findings. This indicated that almost no relationship existed between total reading and submissiveness. The writer accepted the null hypothesis that the true relationship was zero at both the .05 and .01 levels of confidence.

The data presented in Table 8 on the obtained correlations between total reading and emotionality yielded an obtained Rho of .064. This indicated that there was a negligible relationship between total reading and emotionality, based on 80 degrees of freedom. The writer accepted the null hypothesis that the true relationship was zero at both levels of confidence.

The relationship between total reading and hostility was found to be .038, according to the data on the obtained Rho findings. This indi-

TABLE 8

**CORRELATIONS BETWEEN THE SCORES OBTAINED FROM EIGHTY-TWO FRESH-
MEN ON THE IOWA SILENT READING TEST AND THE BELL ADJUST-
MENT INVENTORY**

Reading Test	Home Adjustment	Submis- siveness	Emotionality	Hostility
Total Reading	.298	-.065	.064	.038
Significant at .05 Level of Confidence	.081	--	--	--
Significant at .01 Level of Confidence	.015	--	--	--

In order to be significant at the .05 level of confidence the correlation must be .217 and at the .01 level it must be .283.

cated that there was virtually no relationship between total reading and hostility according to the measures of significance based on 80 degrees of freedom. The writer accepted the null hypothesis that the true relationship was zero at both the .05 and .01 levels of confidence.

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Recapitulation of Research Design of the Study

There has been much concern about the relationship between the emotional adjustment of individuals and their ability to read. This is primarily because the harmful effects of strong, negative emotions apply to all types of learning, but they are especially significant in the case of learning to read.¹ It is the opinion of most reading specialists that the emotional adjustment of the disabled reader is one of the most significant aspects of his academic difficulties.² Researchers in the area of reading agree that emotional maladjustment creates problems in reading ability, and conversely, low performance in reading achievement causes emotional conflicts.

The need for self-confidence and feelings of success has been emphasized as a necessary component of reading improvement.³ Students may indicate changes of attitude toward courses in reading improvement through such statements as: "I never cared much for reading before, but now I find that it is stimulating," or "That course in reading sure helped me; I'm now getting much more out of school." Statements such as these

¹Op. cit., p. 590.

²Op. cit., pp. 120-121.

³Op. cit., pp. 7-18.

are gratifying to the instructor and suggest a favorable attitude toward the reading course, but are there emotional adjustments to be made by the student? How is his low performance on a selected reading achievement test affected by his established level of emotional adjustment? These questions occur when one thinks of all of the freshman college students at a selected school who discover that they are not reading at the college level.

The problem involved in this study was to determine the extent to which performance on a selected reading achievement test related to the level of emotional adjustment of eighty-two college freshmen enrolled in a special reading program during the first semester of the 1967-1968 school year at Morris Brown College.

This investigation proposed to discover the relationship, if any, between reading achievement, as measured by the Iowa Silent Reading Test-Form AM, and levels of emotional adjustment, as measured by the Bell Adjustment Inventory. More specifically, it had multifold purposes. First, it aimed to discover the total reading level of the students as determined by the Iowa Silent Reading Test-Form AM. Second, it proposed to discover the total subtest scores of the Paragraph Comprehension and Vocabulary Sections of the Iowa Silent Reading Test Form AM. Third, it attempted to measure total student adjustment in the four following areas of the Bell Adjustment Inventory: Home Adjustment, Submissiveness, Emotionality, and Hostility. Next, it was designed to determine the extent to which adjustment in these areas related to general levels of performance on the Iowa Test, involving determining the difference between their respective correlations. Finally, it had as its purpose to derive any

conclusions, implications, and recommendations from the study.

Conjunctive with this study were these two major limitations. First, the study included only a selected number of students enrolled in the Reading Program. Second, the comparative data were limited to the overall results of the Iowa Silent Reading Test-Form AM and the Home Adjustment, Submissiveness, Emotionality, and Hostility sections of the Bell Adjustment Inventory. These are paper-and-pencil tests, and though reputable in themselves, they have the same limitations usually attributed to such measures.

The steps taken to initiate this study as it was conceived by the writer were as follows: First, permission to use the subjects was secured from the chairman of the Reading Department at Morris Brown College. Second, consent was secured from the instructor of the correctional reading classes. Third, subjects were secured. Fourth, literature pertinent to this study was examined and assembled. Fifth, the copies of the Bell Adjustment Inventory, revised 1962 student form, by Hugh M. Bell, Ph. D., Chico State College, California, were secured. Sixth, the standardized tests results were gathered. Seventh, the data were analyzed and interpreted. Next, the following statistical measures were used: the range, median, mean, standard deviation, rank difference measures of correlation, and tests of significance for correlation coefficients. Finally, appropriate conclusions, implications, and recommendations were presented.

Summary of the Survey of Related Literature

According to the data presented in this survey of related literature, the writer found several opinions as to the relationship between emotional adjustment and reading achievement. Literature related to this

study has been analyzed and interpreted under the following categories:

1. Emotional adjustment of students of inferior achievement.
2. Relationship between emotional adjustment and reading achievement.

Englander,¹ conducted a study in which he administered an open-ended questionnaire to one hundred students who had enrolled in an elementary public speaking course. He found that those persons in a course for reading improvement had elected or been counseled to take the course because of reading inadequacies. The suggestion has been made that such persons have emotional reactions which produce detrimental attitudes toward reading, themselves as readers, and other associated factors.

Smith, Carter, and McGinnis,² found that students who have failed in their reading performance lose confidence in themselves and accept failure in the classroom as inevitable.

Bond and Tinker,³ in speaking of their concept of emotional adjustment as it relates to reading, found that the personal and social adjustment of the child is intimately linked with his emotional adjustment. They also found that most children with well-integrated personalities who enter school are eager to learn to read. They will thrive on approval. When failure is present, there is a resulting emotional upset.

Stewart,⁴ found that previous findings in the area of the relation-

¹Englander, op. cit., p. 234.

²Smith, Carter, and McGinnis, op. cit., p. 33.

³Bond and Tinker, op. cit., p. 133.

⁴Stewart, op. cit., p. 410.

ship of personality maladjustment to reading disability have indicated that personality disturbances may be causal, concomitant, or consequent to reading disability.

Centi,¹ conducted an investigation into the relationship between success in college and personality adjustment. He found that a definite relationship exists between the level of achievement and selected adjustment factors. He concluded that, the emotional adjustment of the student affects his level of achievement by affecting the degree to which use is made of his potential.

Boykin,² in a study of the emotional adjustment of students to the college environment, considered the idea that not enough attention has been centered in this area. He found also that the failure to give more attention to such problems and needs may result from (1) the lack of data regarding the incidence of home, health, social and emotional problems among freshmen students, and (2) the belief that since college students probably come from better than average homes, they are able, perhaps, to cope with such problems on their own.

McMorries,³ conducted a study into the personality adjustment of students entering a large, predominantly Negro university. He found that if an institution continues to admit students on the basis of their grades and credits for classroom work, it will be necessary to study in a scien-

¹Centi, op. cit., pp. 187-188.

²Boykin, op. cit., pp. 75-79.

³McMorries, op. cit., p. 535.

tific manner the intelligence, personality, and adjustment of the students as they enter.

Findings of the Study

The findings of this research are presented in accordance with the purposes of the study.

1. The results of this investigation indicate that the total reading level of the students averaged about grade nine.
2. This investigator found that the grade equivalent of nine was representative of group performance on the Vocabulary Subtest.
3. The investigator found that the grade equivalent of eight was representative of group performance on the Paragraph Comprehension Subtest.
4. The results of this investigation indicated that the adjustment equivalent of "highly unsatisfactory" in Home Adjustment was recognized as being typical performance for the group.
5. The adjustment equivalent of "average" in Submissiveness was recognized as being typical performance for the group.
6. The adjustment equivalent of "unsatisfactory" in Emotionality was recognized as being typical performance for the group.
7. The adjustment equivalent of "somewhat critical" in Hostility was recognized as being typical performance for the group.
8. The results would indicate that the correlation of .298 showed a "present, but slight" relationship between total reading and home adjustment.
9. The results indicated that the correlation of $-.065$ there was a negligible relationship between total reading and submissiveness.
10. The results indicated that according to the correlation of $.064$, there was a negligible relationship between total reading and emotionality.
11. The correlation of $.038$ showed virtually no relationship between total reading and hostility.

Conclusions

The analysis and interpretation of the data of the research and findings warranted the following conclusions:

1. Since the average subject was considered reading at a level far below that required of a college freshman it may be concluded that it was highly improbable that they would master materials designed for use at the college level.
2. The components of home adjustment and total reading had a slight degree of relationship; therefore, it was concluded that a student with unsatisfactory home adjustment tended to achieve in reading about as well as a student who had satisfactory home adjustment.
3. Since the components of submissiveness and total reading had almost no relationship, it was concluded that a student who was average in submissiveness tended to achieve in reading about as well as one who was not.
4. Components of emotionality and total reading had a negligible relationship; hence, it was concluded that the fact that a student had "unsatisfactory" adjustment in emotionality tended to have little or no effect upon his reading achievement.
5. On the strength of the findings that components of hostility and total reading had virtually no relationship, it was concluded that the fact that a student was "somewhat critical" in hostility tended to have little or no effect upon his low achievement in the mastery of reading skills.

Implications of the Study

The interpretations of the findings and conclusions made justifiable the following implications:

1. Based upon findings and conclusions in this investigation, one seems only slightly justified in implying that factors related to home adjustment have an effect upon the success or failure of a student in reading achievement. This effect may be slight, but research conducted in the area supports the belief that a relationship does exist.
2. On the strength of conclusions concerning the relationship between submissiveness and total reading which was found to be negative, one would be justified in implying that factors related to submissiveness have little or no effect upon one's ability to achieve in reading.

3. This investigation justified one's implying that factors related to emotionality have little or no effect upon one's ability to achieve in reading.
4. Based upon the findings and conclusions in this investigation, one seemed justified in implying that a negligible relationship was found to exist which lends support to the idea that whether or not a student is hostile has no effect upon his achievement in reading.

Recommendations

In the interest of further application and study, the writer considered the following recommendations justifiable:

1. It is recommended that further intensive and extensive studies should be organized in order to investigate more fully the relationships between reading achievement and emotional adjustment.
2. Some study should be conducted into the feasibility of administering an adjustment inventory to all incoming freshmen at the undergraduate level in the Atlanta University Center, as a part of the enrollment procedure for the classes in Reading.
3. It is recommended that instructors in the area of reading give more attention to the adjustment problems of their students. It is believed that this attention will enable them to understand better the problems facing reading disability cases as an aid to improving methods of instruction.
4. It is recommended that some provision be made in the area of reading for the construction of adjustment inventories which will more adequately measure levels of emotional adjustment than do existing ones.

BIBLIOGRAPHY

Books

- Bond, Guy L. and Tinker, Miles. Reading Difficulties. New York: Appleton-Century-Crofts, Inc., 1967.
- Buros, Oscar K. The Fourth Mental Measurements Yearbook. Highland Park, New Jersey: The Gryphon Press, 1965.
- Fernald, Grace M. Remedial Techniques in Basic School Subjects. New York: McGraw-Hill Book Company, 1943.
- Smith, Nila B., Carter, Homer L. J., and McGinnis, Dorothy. Effective Reading for College Students. New York: The Dryden Press, 1957.
- Spache, George D. Toward Better Reading. Champaign, Illinois: Garrard Publishing Company, 1963.
- Strang, Ruth, McCullough, C. M., and Traxler, A. E. Problems in the Improvement of Reading. New York: McGraw-Hill Book Company, 1961.

Articles and Periodicals

- Boykin, Leander L. "The Adjustment of 2,078 Negro Students," Journal of Negro Education, XXV (1952), 75-79.
- Centi, Paul. "Personality Factors Related to College Success," Journal of Educational Research, LV (1962), 187-188.
- Englander, Meryl E. "Changes in Affect Attributable to Instruction in Reading Improvement at the College Level," Journal of Educational Research, LIII (February, 1960), 231-236.
- Hall, Katheryn. "The Emotional Factor in Reading," Education, LXXII (May, 1959), 583-585.
- McMorries, James C. "A Study of New Students Admitted by a Negro College in 1936," Journal of Negro Education, VII (1938), 532-535.
- Page, James D. "Emotional Factors in Reading Disability," Education, LXXII (September, 1951 - June, 1952), 590.

Robinson, Helen M. "Corrective and Remedial Instruction," The Sixtieth Yearbook. Chicago: University of Chicago Press, 1961.

Stauffer, Russel G. "A Clinical Approach to Personality and the Disabled Reader," Education, LXVII (March, 1947), 427-430.

Stewart, Robert S. "Personality Maladjustment and Reading Achievement," American Journal of Orthopsychiatry, XX (1950), 410.

Other Sources

Bell Adjustment Inventory Manual

Unpublished Materials

Howard, Dorothy Anne. "Case Studies of Reading Problems and Achievement Patterns Among Selected Students." Unpublished Master's thesis, School of Education, Atlanta University, 1960.

VITA

THOMPSON, HUBERT WENDELL

Education:

B. A. Morehouse College, 1966.
Further study - Atlanta University.

Experience:

Graduate Assistant in the Reading Department of Morris Brown College during the 1966-67 and 1967-68 school years.

Field of
Concentration:

English - Undergraduate
Reading - Graduate

Personal
Information:

Married.